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ABSTRACT

This study compared the academic math achievement of two homogeneous classes of gifted and talented sixth graders, with one group attending year-round school (N=22) and the other group following the traditional school calendar (N=26). Both groups were taught the same pre-algebra math program in the 1991-1992 school year, and data were gathered using a mid-year competency test and an end-of-year competency test. Results indicated that the traditional school students outscored the year-round students at mid-year. However, by the end of the year it was found that the year-round students slightly outscored the traditional school students. The year-round students' scores remained constant throughout the year, while the traditional school students' scores had a sharp rise at mid-term and a sharp drop at the end of the year. However, the difference at the end of the year did not compute to be a significant difference. The paper concludes that there was no significant difference in the sixth grade math achievement of gifted and talented students attending school year-round and traditional school year students, but the year-round school students' scores stayed more constant, which might indicate that a more steady learning process occurred with these students. (Contains 15 references.)
(Author/JDD)

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EFFECTS OF THE YEAR ROUND SCHOOL CALENDAR ON GIFTED AND TALENTED STUDENTS

by

Carol Ritter

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A research paper

submitted in partial fulfillment of

the requirements for the degree of Master of Education

Sam Houston State University

August 1992

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ABSTRACT

EFFECTS OF THE YEAR-ROUND SCHOOL CALENDAR ON GIFTED AND TALENTED STUDENTS

CAROL RITTER

This study compared the academic math achievement of two homogenous classes of gifted and talented sixth graders. One group attended year-round school and the other group attended the traditional school calendar. Both students were taught the same pre-algebra math program in the 1991-1992 school year. Data was gathered using a mid-year competency test and an end-of-the-year competency test. Frequency and percentage data were used and continuous data was used in the t-tests. The results of this study were somewhat surprising. It was found that the traditional school students showed a significant difference in their performance than the year-round students. The traditional school students clearly outscored the year-round students at mid-year. However, by the end of the year it was found that the year-round students slightly outscored the traditional school students. The year-round students' scores also remained constant throughout the year, while the traditional school students' scores had a sharp rise at mid-term and a sharp drop at the end of the year. However, the difference at the end of the year did not compute to be a significant difference. Therefore, the null hypothesis of the paper was accepted, which stated that there was no significant difference in the sixth grade math achievement of gifted and talented year-round school students and traditional school students.

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CHAPTER I

INTRODUCTION

GENERAL INTRODUCTION

The year-round school and gifted and talented programs are not new concepts in education. There is evidence that the year-round school has been in existence in the United States since the early 1900s.[1] Research of gifted and talented students has occurred for about fifty years.[2]

If most people believe the goal of education is to provide optimum education for all students, a commitment to provide flexibility in programming is essential. This belief also applies to gifted and talented students.

Van Tassel-Bisque recognizes in her research that gifted learners are highly individualistic in respect to learning aptitudes, subject areas, personality, learning styles, and motivation. Because of these differences, it is necessary to provide a variety of programs and services for different types of gifted learners.[3]

STATEMENT OF THE PROBLEM

Finding programs and schedules to promote optimum academic performance of gifted learners is the challenge of all educators.

PURPOSE OF THE STUDY

The purpose of this study is to determine if the performance of gifted students improves if they attend year-round school.

IMPORTANCE OF THE STUDY

It is expected data gathered in this study will aid Conroe Independent School District (I.S.D.) and Dr. Charles Loyd, principal of Collins Intermediate School, in the evaluation of the year-round school program on gifted learners.

DEFINITION OF TERMS

1. gifted and talented education - a special program of enrichment and acceleration of the normal curriculum given to a small population of the school, which has been identified gifted learners through a special screening and selection process.
2. year-round school - a 180-day school calendar which begins in August and ends in July. Students attend school in cycles of approximately thirty days or one six week section of instruction, which is followed by a two week break.
3. traditional school calendar - a school calendar of 180 school days where students attend school with no break between

their six week periods, with the exception of traditional holiday breaks. Students attend school from August through May.

NULL HYPOTHESIS

There is no significant difference in the sixth grade math achievement of gifted and talented year-round school students and traditional school students.

LIMITATIONS AND DELIMITATIONS

This study is limited to Collins Intermediate School in the Conroe I.S.D. It is delimited to one sixth grade class of twenty-six gifted and talented boys and girls who attend a traditional school calendar in the 1991-1992 school year. Also, it is delimited to a second sixth grade class of twenty-two gifted and talented boys and girls attending a year-round school in the 1991-1992 school year.

ASSUMPTIONS

It is assumed that the instructional behavior of the gifted and talented year-round teacher was consistent with instructional behavior of the traditional school calendar teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

LITERATURE RELATED TO GIFTED AND TALENTED EDUCATION

In 1988 Betts and Neuhart designed six profiles of the gifted and talented student. A holistic view of the gifted child was used. They advised addressing the whole child including social, emotional, cognitive, and physical factors. They developed six different profiles of gifted and talented students to provide educators information about the needs of gifted and talented students.[4]

Type I is the successful student. Ninety percent of identified students fall into this group. They rarely display behavior problems. They learn well and score high on achievement tests. They are well adjusted to society. However, they have lost their creativity and autonomy. Many underachievers as adults come from this group because they do not possess the skills for the ever-changing challenges of life.[5]

Type II are the divergently gifted. They possess a high degree of creativity, but do not conform to the system. They question authority and have negative self-concepts. They may be at risk if intervention does not occur.[6]

Type III are the underground. They want to hide their abilities to be included in a non-gifted peer group. Many times these are girls in middle school or boys in high school who

participate in athletics. Alternatives of instruction should be explored while students undergo this transition.[7]

Type IV are the dropouts. These children were usually identified very late. They have feelings of anger that the system did not meet their needs. Family and individual counseling are necessary.[8]

Type V are the double-labeled. These are gifted students who have learning disabilities or are physically or emotionally handicapped. Schools need to nurture their strengths while attempting to improve their weaknesses.[9]

The autonomous learner, Type VI, are independent and self-directed learners. They do not work for the system, but have the system work for them. They accept positions of leadership and are respected by adults.

These models of the gifted should be used by educators to understand the social and emotional needs of all gifted students. When the whole child is fully understood, then their needs can be met by the educator to insure a successful school experience.[10]

Fourteen gifted sixth grade students were asked to write an essay comparing their gifted and regular classes. As a whole, the major concept of the essays had to do with expectations. The group felt that regular classroom teachers and students have unfair expectations of the gifted students which include: (1) having to do all the work in group situations, (2) age peers are sometimes jealous or insulting, (3) regular teachers expect high grades and

do not acknowledge success and hard work of the gifted student, (4) regular teachers also grade gifted students harder.[11]

The students in the gifted class showed no anxiety or nervousness. They felt very comfortable being in a class with their intellectual peers and saw no problems associated with participation in the gifted class.[12]

The opinions of these sixth graders would support the evidence of Slavin, who proposes that children should be regrouped by ability in subjects such as language art and mathematics, where reducing differences is important.[13]

Terman's ideas about the gifted in 1929 can also apply to today's gifted:

> "It is a curious fact that special classes for bright children are strenuously opposed by a few of the country's leading educational authorities. Their opposition seems to derive from an extreme democratic bias which minimizes native inequalities of endowment and scents the danger of class favoritism in every departure from the plan of single curriculum for the entire school population. The opposition as voiced displays more emotion than logic. True democracy demands that every child, whether superior, average, or inferior in ability, be given the fullest opportunity to develop to the limit of his mental capacity. It is the gifted child, more than any other, who has hitherto lacked this opportunity."[14]

Van Tassel-Bisque believes that the middle school program should be as individualized as possible to deal with the wide range of physical, social, emotional, and intellectual maturity of students.[15]

While the differences of the middle school student are addressed, most educators of the gifted agree that traditional regular education programs cannot meet the needs of the gifted

student. The Leadership Training Institute for Gifted and Talented proposes differentiating instruction for gifted learners which are theme based and interdisciplinary. These programs provide in-depth learning, while developing learner independence and a focus on the process.[16] Middle school students need to have a sense of themselves in the world. To do this, students need to explore real issues which have an impact on their world.[17] Rakow notes that gifted children possess a heightened sensitivity to the world around them. They are, therefore, more introspective than other children. While recognizing the needs of the gifted middle school student, a scope and sequence of learning should be designed to be qualitatively different from the core curriculum. It should employ both acceleration and meaningful enrichment to maximize the academic potential of the gifted learner.[18]

LITERATURE RELATED TO YEAR-ROUND SCHOOLS

The school reform movement is continuously gaining popularity in the United States. One demand of this movement is to restructure schools. Restructuring the organization of schools is to restructure the delivery system of the school. A way to do this is through year-round schools.[19]

Year-round education is an alternative schedule for learning. It is not an alternative curriculum for learning. The curriculum studied and the number of days students are in schools are the same

for year-round students and those who attend the traditional nine-month calendar. The year-round school calendar is organized into instructional blocks and vacations throughout a 12 month calendar year.[20]

Year-Round Schools are organized into single-track or multi-track systems, with students and their teachers being grouped into different tracks in one school. Each track has a separate instructional time and vacation period from the other. With a multi-track system, the capacity of the school can be increased. While one track is on vacation, another track can use the classroom space. With the capacity of the school site increased, corresponding costs and overcrowding are reduced.[21]

One type of single-track plan is the 45-15 Single-Track Plan. This is one of the easiest plans to implement at both the elementary and secondary level. This plan divides the year into four nine-week terms, which are separated by four three-week vacations or intersessions.[22]

The 45-15 Multi-track Plan is used to relieve overcrowding. This plan increases available space 20 percent to 50 percent without building new facilities. Students are divided into two or four groups. Each track has its own 45-15 schedule and a rotation continues every three weeks. For example, when groups I, II, and III are in school, group IV is on vacation. When group IV returns, group I goes on vacation.[23]

The 60-20 Plan is a variation of the 45-15 schedule. Students rotate through the year, having three 60 day instructional periods

followed by three 20 day vacation periods. This can be either a single-track or a multiple-track format.[24]

The 90-30 Plan includes two 90 day semesters, which are separated by 30 day vacation periods. This can be either a single-track or multi-track plan.[25]

The Quarter Plan was the first year-round calendar implemented in the early 1900's. The calendar is divided up into four 12 week periods. Students select, or are assigned to, any three of the four sessions.[26]

Other plans include the Trimester Plan which divides the year into three parts and the Quinmester Plan that divides the year into five parts. The Concept 6 Plan contains six terms of 43 days of extended day instruction. Students attend four of the six terms.[27]

By using a multi-track system of year-round education in an overcrowded district, the capacity of schools can be increased and construction costs can be reduced.[28] A middle-sized district, Oxnard, California, reports that its multi-track, year-round programs save their district approximately $1,000,000 annually in operating costs and $5,000,000 in unneeded capital outlay costs.[29]

Additional compensation to teachers is also available in a year-round program. Teachers who are on vacations can substitute for those who are in session. Also, extended year contracts are available for those teachers who would like to teach intersessions on other year-round tracks.[30]

Educational benefits for the year-round school student are numerous. Because a student's education is not interrupted by a

long summer break, students retain more of what they learn. The at risk student who needs extra reinforcement can receive this help early in the year during an intersession. Therefore, they do not fall behind other students. Also, both students and teachers do not experience burn out because of a long school year.[31]

Year-round districts also report improved teacher and student attendance. Also, many districts report reduced vandalism due to increased utilization of the facilities.[32]

LITERATURE RELATED TO GIFTED AND TALENTED EDUCATION AND YEAR-ROUND SCHOOL

In 1991 Capps and Cox concluded that mathematics must be taught as a special language. The sequence of learning the mathematical language should be in the following four steps: (1) Listen, (2) Speak, (3) Read, (4) Write. This language also needs to be reinforced continuously without long interruptions such as a long summer vacation. They recommend the year-round as the best way for students to retain not only mathematic facts but the language of mathematics.[33]

While some studies show the year-round school has helped the <u>at risk student</u>, it is useful to consider its effect on the gifted student. Just as an array of programs which include acceleration and enrichment should be provided for the gifted, an array of scheduling choices should also be provided.[34] One option is for summer or Saturday classes. Because of scheduling and financial problems this is not always a feasible idea.[35] Therefore, the

Year-Round Concept could provide more time on task and learning for the gifted student. This could happen with a gifted program during intersessions. These programs could be a true extension of learning time to benefit the gifted.[36]

CHAPTER III

METHODS AND PROCEDURES

The data for this study was collected from one sixth grade year-round class, which contained twenty-two students, and one sixth grade traditional school calendar class with twenty-six students. Both classes were from Collins Intermediate School in The Woodlands, Texas. The children in both classes had to meet the criteria for the Gifted and Talented Program in the Conroe I.S.D. Thus, the two groups were homogenous in that respect.

The scores used to compare the two groups of year-round and traditional calendar students were from the math series entitled Transition Mathematics. This is a pre-algebra program which prepares students to take algebra the following year. It is divided into thirteen sequential chapters. Each chapter is divided into several sections. A quiz follows each section and a chapter test is administered at the end of each chapter. All tests are uniformly prepared by the text.[37] At mid-year a competency test covering chapters one through six is given to the students. This score was used in the study. The other score used in the study was the chapters one through thirteen competency test. This was administered to both groups at the end of their school year.

After obtaining this data, it was put on a Scan-Tron form number 882-E. The following data for each child was coded on the form:

1. year-round or traditional school calendar student
2. male or female

3. grade (A,B,C,D,F) on competency test 1-6
4. grade (A,B,C,D,F) on competency test 1-13.

This data was scanned into an International Business Machines computer and frequency and percentage were produced. The numerical grade of both tests for each child was then placed into an Apple McIntosh computer, where a t-test was run on the data. A significance level was given, comparing one group against the other. Having received the frequency and percentaged data and the t-test data for both groups, a comparison was be made on the academic math performance of these students.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The first data which was obtained was frequency and percentage data. As shown in table one, there were 22 students, or 47 percent, in the study that attended year-round school. And 25 students, or 53 percent, attended the traditional school calendar. This was shown on question one in Table 1. Question two showed the same information, listing traditional school results first.

Question three listed mid-year competency test for both groups combined. It showed the following:

1. 36 students, or 77 percent, scored an A
2. 6 students, or 13 percent, scored a B
3. 4 students, or 9 percent, scored a C
4. 0 students, or zero percent, scored a D
5. 1 student, or 2 percent, scored an F

Question four listed the end of the year competency test for the combined groups. The following is the data for the end of the year:

1. 9 students, or 40 percent, scored an A
2. 20 students, or 43 percent, scored a B
3. 5 students, or 11 percent, scored a C
4. 1 student, or 2 percent, scored a D
5. 2 students, or 4 percent, scored an F

Table 1

Year-Round vs. Traditional Calendar Student Achievement

Total Responding: 47 NR= No Response Date: 7-27-92

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	22	25	0	0	0	0	47	1.5
Percent:	47%	53%	0%	0%	0%			
2. Number:	25	22	0	0	0	0	47	1.5
Percent:	53%	47%	05	0%	0%			
3. Number:	36	6	4	0	1	0	47	1.4
Percent:	77%	13%	9%	0%	2%			
4. Number:	19	20	5	1	2	0	47	1.9
Percent:	40%	43%	11%	2%	4%			

The combined scores showed a drop from mid-term to the end of the year of 17 students, or 34 percent, who scored an A at mid-term and did not score an A at the end of the year.

There was a gain of 14 students, or 30 percent, of students scoring a B from mid-term to the end of the year.

A gain of 1 student, or 2 percent, occurred in the C, D, and F range.

At the end of the year there was a drop in A scores and a gain in B, C, D and F scores. The most drastic shift was the move from A to B scores.

Table 2 gave data concerning the students attending year-round school. Question one told that there were 22 students in the study. Question two stated that 11 students, or 50 percent, were boys and 50 percent were girls.

Question 3 stated that at mid-term the following occurred:

1. 12 students, or 55 percent, scored an A
2. 5 students, or 23 percent, scored a B

3. 4 students, or 18 percent, scored a C
4. no students scored a D
5. 1 student scored an F

At the end of the year, question four on Table 2 listed the following:

1. a drop of 1 student, or 5 percent of the students, who scored an A
2. a rise of 2 students, or 9 percent, who scored a B
3. a drop of 2 students, or 9 percent, who scored a C
4. an increase of 1 student, or 5 percent, who scored a D
5. the F column stayed the same with one student making an F

This showed the slight decrease in the A grades, an increase in the B grades, which was somewhat similar to the data of the combined groups in table one.

Table 2

Achievement of Students Attending Year-Round School

Total Responding: 22 NR= No Response Date: 7-27-92

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	22	0	0	0	0	0	22	1.0
Percent:	100%	0%	0%	0%	0%			
2. Number:	11	11	0	0	0	0	22	1.5
Percent:	50%	50%	0%	0%	0%			
3. Number:	12	5	4	0	1	0	22	1.8
Percent:	55%	23%	18%	0%	5%			
4. Number:	11	7	2	1	1	0	22	1.8
Percent:	50%	32%	9%	5%	5%			

The math scores of the traditional school calendar students are given in Table 3. This group consisted of 25 students. Fourteen of these students, or 56 percent, were boys and 11, or 44 percent, were girls. Question three showed 24, or 96 percent, of the class made an A and 1 student, or 4 percent of the class, made a B at mid-term. Question four on Table 3 showed a greater

distribution of scores on the end of the year test. At this time eight students, or 3 percent, made A's. This was a drop of 64 percent from mid-term. Thirteen students, or 52 percent, scored B's on the end of the year test. This was a gain of 48 percent of students shifting from A's to B's. Three students, or 12 percent, scored a C. No students scored a D and 1 student, or 4 percent, scored an F.

Table 3

Traditional School Achievement

Total Responding: 25 NR= No Response Date: 2-27-92

Question		1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	0	25	0	0	0	0	25		2.0
Percent:	0%	100%	0%	0%	0%				
2. Number:	14	11	0	0	0	0	25		1.4
Percent:	56%	44%	0%	0%	0%				
3. Number:	24	1	0	0	0	0	25		1.0
Percent:	96%	4%	0%	0%	0%				
4. Number:	8	13	3	0	1	0	25		1.9
Percent:	32%	52%	12%	0%	4%				

This shows that there was a large drop in the scores from mid-term to the end of the year by the traditional school calendar students.

The group was then divided into information about males and females in year-round and traditional school calendar. The data for males and females continued on the same trend for the group as a whole. At mid-term the traditional school males and females scored higher than the year-round school males and females. However, by year's end the scores were much the same for both groups. Data for males in year-round school is located in the appendix on Table 6. Table 7 contains traditional school males and

is in the appendix. Information about females in year-round school and traditional calendar are also located on Tables 6 and 7 in the appendix.

At mid-term the traditional school calendar students clearly outscored the year-round students. This is shown in Figure 1.

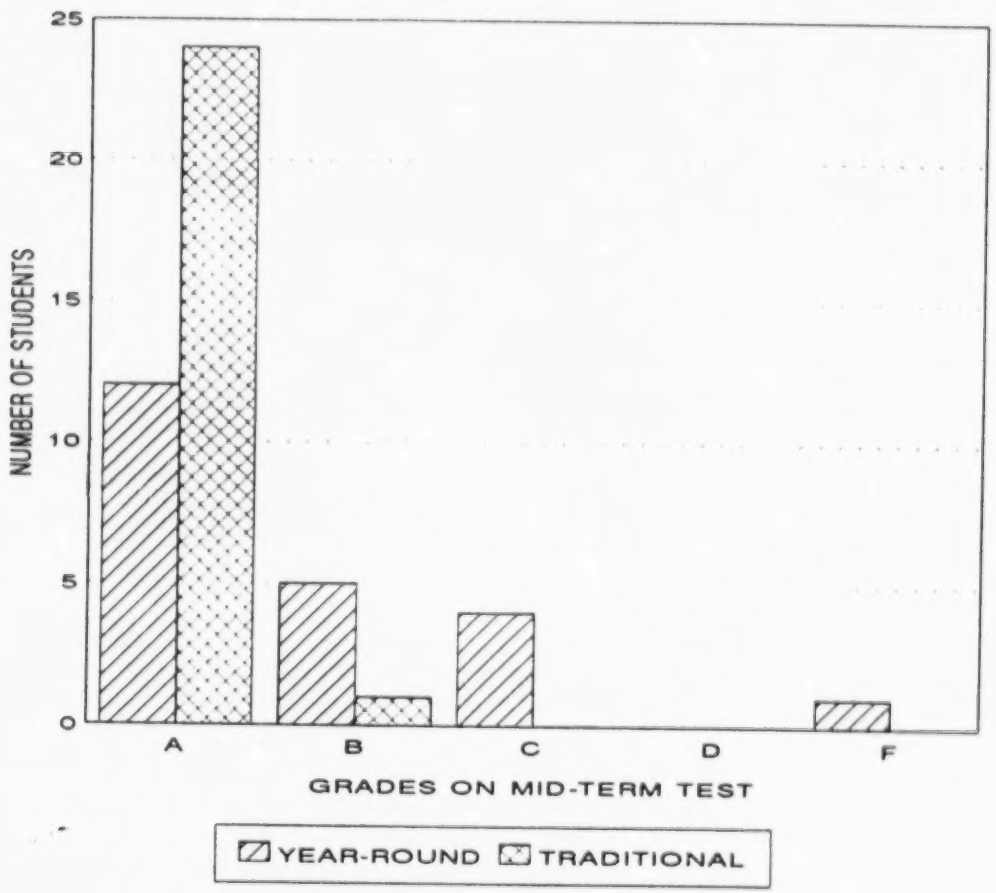

Figure 1

Year-Round School and Traditional School Students' Scores at Mid-Term

At the time of testing the year-round students had three two week breaks at the beginning of the year, while the traditional school students had intense instruction with only a two day Thanksgiving holiday break. It can be inferred that perhaps the initial breaks at the beginning of the year actually hindered the learning of new material. This can also be seen in Table 8. The continuous data of the numerical scores were used in a t-test The significance listed was 0.000. If further decimals were continued, the score would be 0.0001. This shows a significance difference in the scores at mid-term.

Table 4

Data File: YEAR-ROUND V. TRADITION
Independent Samples

Variable:	YR/1/MATH	TR/1/MATH
Mean:	86.77	95.32
Standard Deviation:	8.72	3.99
Observations:	22	25

t-statistic:	-4.41	Hypothesis:
Degrees of Freedom:	45	Ho: u1=u2
Significance:	0.000	Ha: u1=u2

Thus, at mid-term, the hypothesis of the paper can be rejected. There was a significant difference in the sixth grade math achievement of gifted and talented year-round school students and traditional school students.

However, by the end of the year very different data was found. The year-round student performance was still very constant. The scores basically stayed the same as at mid-term. Contrasted to

this is the traditional school scores that fell and became more aligned with the year-round group. The traditional school students even scored below the year-round group in the A column, as shown in Figure 2.

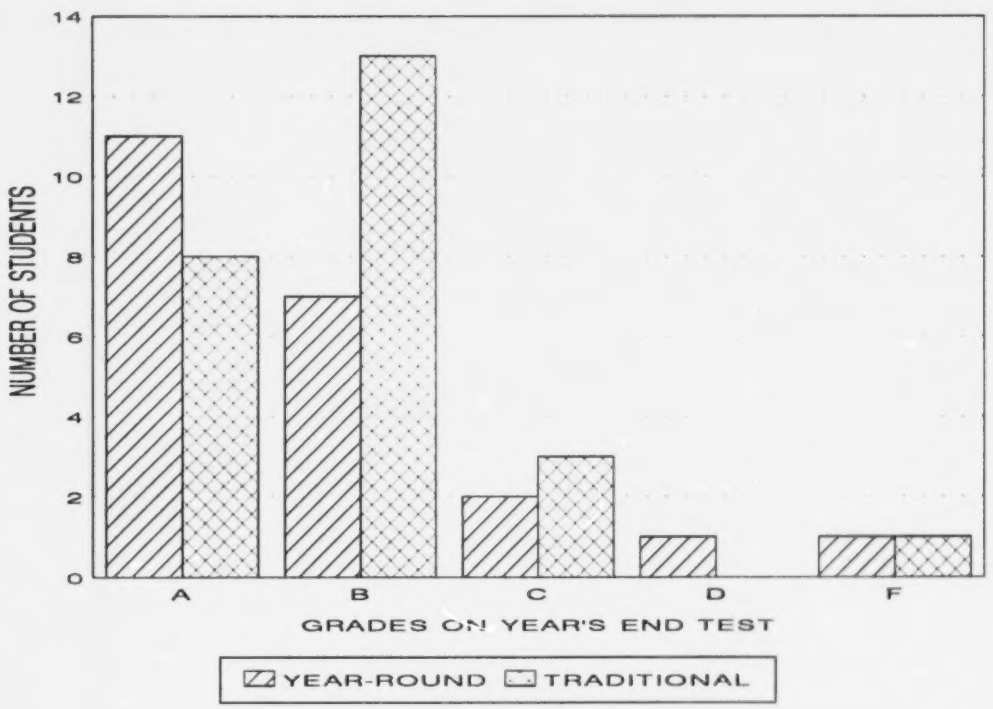

Figure 2

Year-Round School and Traditional School Students' Scores at Year's End

The t-test, which was run on the continuous data from the end of the year test for both groups, showed that there was a difference, but it was not a significance difference. The t-statistic was -0.17 and the degree of significance was 0.862 as shown on table 9.

Table 5

Data File: YEAR-ROUND V. TRADITION
Independent Samples

Variable:	YR/2/MATH	TR/2/MATH
Mean:	85.86	86.32
Standard Deviation:	9.49	8.40
Observations:	22	25
t-statistic:	-0.17	Hypothesis:
Degrees of Freedom:	45	Ho: u1=u2
Significance:	0.862	Ha: u1=u2

The mean, median, and standard deviation of each test are located on Tables 10 through 13 in the appendix. The raw data used for the t-test is also located in the appendix on Table 14.

Since there was not a significance difference in the scores of the year-round school students and the traditional school students, the hypothesis of this paper can be accepted on that basis.

In answer to the problem of this paper, it was shown that the traditional school calendar produced optimum academic performance through mid-term. After mid-term there was a drop in scores of the traditional school group. Also, a more even and consistent learning environment was maintained by the year-round school as evidenced in the students' scores.

CHAPTER V

SUMMARY

The data for this paper was obtained from two gifted and talented sixth grade math classes. One class attended the year-round school calendar and the other attended the traditional school calendar. At mid-year and at the end of the year cumulative tests were given. The scores of these tests were placed in an I.B.M. computer program where frequency and percentage data was obtained. Then a t-test was run on this data. It was found at mid-term that the traditional school calendar students outscored the year-round calendar students. However, at the end of the year, there was no significant difference in the scores of both groups and the paper's hypothesis was accepted.

CONCLUSION

Even though there was a significant difference in the two group's scores at mid-term. there was not a significant difference in the two scores at year's end. However, the fact that the year-round school students' scores stayed more constant might show that perhaps a more steady learning process is occurring with the year-round students. Also, the big drop in the grades of traditional school students showed a burn-out process which occurred. The traditional school students could not sustain the quality of work from the first semester. Although it seemed that gifted and

talented students learn well in both the year-round school and the traditional school setting, the level of learning over a year's time was more consistent with the students who attended year-round school.

RECOMMENDATIONS

It is recommended that this study be extended to compare a larger number of gifted and talented students attending year-round and traditional school calendars. This would improve the reliability of the study. Also, extending this to a longitudinal study would give a more complete picture. The retention level of the children could also be compared. A closer look at scores at mid-year would also supply additional information. These recommendations would provide more finding and result in a more complete look of the relationship of year-round school and gifted and talented learners.

Notes

1.Del Stover. "Should Schools Plow Under the Old Agrarian Calendar?" American School Board Journal. Vol. 176. No. 10 (October, 1989), 37.

2.Lewis M. Terman. The Intelligence of School Children. (Boston:Houghton Mifflin, 1919), 2-16.

3.Joyce Van Tassel-BASKA The Year-Round School Concept for Gifted Learners. (ERIC, ED 391 215, 1988), 2.

4.George T. Betts and Maureen Neuhart. "Profiles of the Gifted and Talented." Gifted Child Quarterly. Spring 1988, 248.

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Appendix

Table 6

MALES IN YEAR-ROUND

Total Responding: 11 NR= No Response Date: 7-27-92

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	11	0	0	0	0	0	11	1.0
Percent:	100%	0%	0%	0%	0%			
2. Number:	11	0	0	0	0	0	11	1.0
Percent:	100%	0%	0%	0%	0%			
3. Number:	6	1	3	0	1	0	11	2.0
Percent:	55%	9%	27%	0%	9%			
4. Number:	7	2	0	1	1	0	11	1.8
Percent:	64%	18%	0%	9%	9%			

Table 7

TRADITIONAL SCHOOL MALES

Total Responding: 14 NR= No Response Date: 2-27-92

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	0	14	0	0	0	0	14	2.0
Percent:	0%	100%	0%	0%	0%			
2. Number:	14	0	0	0	0	0	14	1.0
Percent:	100%	0%	0%	0%	0%			
3. Number:	13	1	0	0	0	0	14	1.1
Percent:	93%	7%	0%	0%	0%			
4. Number:	4	7	3	0	0	0	14	1.9
Percent:	29%	50%	21%	0%	0%			

Table 8

FEMALES IN YEAR-ROUND

Total Responding: 11 NR= No Response Date: 2-27-92

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	11	0	0	0	0	0	11	1.0
Percent:	100%	0%	0%	0%	0%			
2. Number:	0	11	0	0	0	0	11	2.0
Percent:	0%	100%	0%	0%	0%			
3. Number:	6	4	1	0	0	0	11	1.5
Percent:	55%	36%	9%	0%	0%			
4. Number:	4	5	2	0	0	0	11	1.8
Percent:	36%	45%	18%	0%	0%			

Table 9

FEMALES IN TRADITIONAL SCHOOL

Total Responding: 11 NR= No Response Date: 2-27-92

Question	1 A	2 B	3 C	4 D	5 E	NR	Total	Average
1. Number:	0	11	0	0	0	0	11	2.0
Percent:	0%	100%	0%	0%	0%			
2. Number:	0	11	0	0	0	0	11	2.0
Percent:	0%	100%	0%	0%	0%			
3. Number:	11	0	0	0	0	0	11	1.0
Percent:	100%	0%	0%	0%	0%			
4. Number:	4	6	0	0	1	0	11	1.9
Percent:	36%	55%	0%	0%	9%			

Table 10

Data File: YEAR-ROUND V. TRADITION

Variable: YR/1/MATH Observations: 22

Minimum:	68.00	Maximum:	98.00
Range:	30.00	Median:	90.00

Mean:	86.77	Standard Error:	1.86

Variance:	76.09
Standard deviation:	8.72
Coefficient of Variation:	10.05

Skewness:	-0.92	Kurtosis:	-0.53

Table 11

Data File: YEAR-ROUND V. TRADITION

Variable: TR/1/MATH Observations: 25

Minimum:	83.00	Maximum:	100.00
Range:	17.00	Median:	95.00
Mean:	95.32	Standard Error:	0.80
Variance:		15.89	
Standard Deviation:		3.99	
Coefficient of Variation:		4.18	
Skewness:	-1.03	Kurtosis:	1.35

Table 12

Data File: YEAR-ROUND V. TRADITION

Variable: YR/2/MATH Observation: 22

Minimum:	66.00	Maximum:	100.00
Range:	34.00	Median:	89.00
Mean:	85.86	Standard Error:	2.02
Variance:			90.03
Standard Deviation:			9.49
Coefficient of Variation:			11.05
Skewness:	-0.65	Kurtosis:	-0.73

Table 13

Data File: YEAR-ROUND V. TRADITION

Variable: TR/2/MATH Observations: 25

Minimum:	60.00	Maximum:	100.00
Range:	40.00	Median:	88.00
Mean:	86.32	Standard Error:	1.68
Variance:			70.56
Standard Deviation:			8.40
Coefficient of Variation:			9.73
Skewness:	-1.13	Kurtosis:	1.80

Table 14

YEAR-ROUND V. TRADITION

	YR/1/MATH	YR/2/MATH	TR/1/MATH	TR/2/MATH
1	88	91	93	86
2	93	86	93	80
3	78	91	98	92
4	88	71	93	88
5	70	66	100	91
6	98	83	98	88
7	93	97	83	83
8	93	86	95	81
9	88	91	93	78
10	90	100	98	89
11	95	91	98	87
12	85	74	90	89
13	93	97	100	88
14	90	94	100	97
15	93	91	95	84
16	73	74	100	60
17	95	89	90	79
18	90	89	95	91
19	90	91	93	100
20	68	69	95	97
21	73	83	98	92
22	85	85	95	72
23			95	85
24			95	89
25			100	92

August 23, 1992

Dear Parents:

The enclosed questionnaire is a study to gather information which may be helpful to evaluate and improve the gifted and talented program and year-round school in Conroe I.S.D. Your information and comments are very important to this study. However, your responses will be kept anonymous. Do not put your name on the questionnaire.

Please circle only one answer per question and fill in every blank. Use space on the back for additional comments if necessary.

If your child can return the questionnaire to me at school tomorrow, August 24, 1992, your child will receive one free homework pass for a daily assignment.

The data acquired from this questionnaire will be sent home to you in approximately two weeks. Thank you for your help with this assignment.

Sincerely,

Mrs. Carol Ritter

Questionnaire

Directions: Parents, please circle or answer all items that pertain.

1. What is your child's sex? _____Male _____Female

2. What is your child's age? _____years

3. How many adults live in the home? 1 2 other _____

4. How many out of school activities does your child participate in weekly?
   one two three more than three

5. What is your child's average grade in math for this year?
   A B C D F

6. How many years has your child attended school in Conroe I.S.D.?
   _____years

7. How many years has your child qualified for the gifted and talented program?
   _____years

8. How any years has your child been attending year-round school?
   _____years

9. Please list your child's favorite subject at school._____

10. Please use the following space to make any comments or suggestions.